

**HALL INSTITUTE**  
1800 Colonial Dr., P.O. Box 119  
Columbia, S. C. 29202

**GRADES** K-12 Middle School

**ENROLLMENT** 39 Students

**PRINCIPAL** Patricia W. Brown 803-898-1488

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	No
<b>2004</b>	Unsatisfactory	Unsatisfactory	No

**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	66.7	N/A	N/A	N/A	N/A	N/A
	Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	8	87.5	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	100.0	N/A	N/A	N/A	N/A	N/A

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	8	87.5	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	5	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	100.0	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 39)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	7.8%	14.6%
Retention rate	22.9%	Up from 6.8%	4.9%	3.0%
Attendance rate	99.5%	Down from 100.0%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	30.0%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	20.0%		8.1%	5.3%
Eligible for gifted and talented	0.0%	Down from 0.6%	5.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.1%	Down from 27.9%	15.0%	13.9%
Older than usual for grade	43.6%	Up from 30.2%	8.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 9)				
Teachers with advanced degrees	77.8%	Down from 100.0%	47.1%	48.7%
Continuing contract teachers	77.8%	Down from 87.5%	69.2%	81.7%
Highly qualified teachers**	71.4%	N/A	87.0%	90.4%
Teachers with emergency or provisional certificates	11.1%		16.7%	5.3%
Teachers returning from previous year	90.3%	Up from 87.5%	75.5%	85.1%
Teacher attendance rate	95.7%	Up from 94.9%	94.2%	94.8%
Average teacher salary	\$44,837	Down 2.6%	\$39,030	\$40,566
Prof. development days/teacher	5.0 days	No change	11.2 days	11.0 days

School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	6.6 to 1	Up from 6.1 to 1	17.3 to 1	21.3 to 1
Prime instructional time	95.1%	Up from 93.9%	87.1%	89.3%
Dollars spent per pupil*	\$13,327	Up 2.6%	\$7,816	\$5,821
Percent of expenditures for teacher salaries*	94.7%	Up from 92.3%	60.3%	61.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	43.0%	Up from 11.9%	84.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hall School is a residential facility that serves students requiring inpatient mental health services. Unless medically unadvisable, students are expected to participate in educational activities which will prepare them to meet South Carolina learning standards and score as well as their abilities allow on state standardized tests. Each student has the opportunity to participate in a core course curriculum taught by certified teachers during his/her hospital stay. A special tutoring program manned by the teaching staff and a computer curriculum review program (Computer Curriculum Corporation Lab) are utilized to help students gain and/or maintain academic skills while hospitalized. The Staff at Hall School concentrates on finding ways to academically involve students who are experiencing a variety of disruptive life problems.

Since many of the Hall students are away from home under rather traumatic conditions, the Hall staff has worked hard to establish a surrogate parent program for report card reporting periods. Students choose a staff member to act as a surrogate parent and conference with the teachers about classroom progress or lack of progress. Since the initiation of the program, student achievement, as documented on report cards, has improved.

Our staff development focus for the 2004-2005 school year is to focus on training our teachers to effectively use principles of learning that will help us actively engage our students in academic pursuits and encourage them to become lifelong learners.

Patricia W. Brown, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	7	0	0
Percent satisfied with learning environment	71.4%	N/R	N/R
Percent satisfied with social and physical environment	71.4%	N/R	N/R
Percent satisfied with home-school relations	N/R	N/R	N/R

\*Only students at the highest middle school grade level at this school and their parents were included.